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ABSTRACT

The second year of operation of Hilo High School's "School-Within-A-School" [SWS] program is evaluated in this paper. Planning, training, and program implementation are described in the document. The following are the results of the program: There was an improvement in attendance among project students when compared to their record in the previous year. There was improved achievement in basic academic areas such as communications, skills and math. There was a reduction in the over-all drop-out rate at Hilo High school, and there was more student participation in school and community activities. Among the recommendations made for the future are the following: An effort must be made to stabilize staffing assignments; Serious consideration must be given to the type of personnel appointed to the staff; The 50 question student evaluation questionnaire or other similar instrument should be administered in September and in May to determine value changes among Hilo High and SWS students. Finally procedures should be implemented to improve the relationship between the SWS staff and the Hilo High School administration. (Author/AM)

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SCHOOL-WITHIN-A-SCHOOL - 1969-70
(HAWAII NUI HIGH)
HILO HIGH SCHOOL

DEPARTMENT OF EDUCATION
STATE OF HAWAII

Ralph H. Kiyosaki, Superintendent

HAWAII DISTRICT - DOE
Harry S. Chuck, District Superintendent

Hilo High School
Richard H. Matsunaga, Principal

School-Within-A-School
Fumie Bonk - Instructions Manager
Fujio Taketa - Activities Coordinator
David C. Swanson - Instructions Supervisor
James Hockstaff - Student Teacher, UHHC

Program Consultants

Social Welfare Development & Research Center
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TABLE OF CONTENTS

I. Acknowledgement.....page 1

II. Report.....page 3

Introduction.....page 3

A. Planning.....page 4

B. Training.....page 4

C. Program Implementation.....page 4

D. Results.....page 5

E. Analysis of the Results.....page 13

F. Summary of Recommendations.....page 15

III. Appendices

A Plan for Re-Education.....Appendix A

Staff Evaluation (Mrs. Fumie Bonk).....Appendix B

Staff Evaluation (Mr. Fujio Taketa).....Appendix C

Staff Evaluation (Mr. James Hockstaff--student teacher).....Appendix D

"Students Showing Marked Progress" (news article).....Appendix E

"Hilo Students 'Quiz' Rep. Mink" (news article).....Appendix F

Instructional Materials--1969-70.....Appendix G

Student-Parent Agreement.....Appendix H

Behavioral Tasks and General Record Keeping.....Appendix I

Menu of Purchases.....Appendix J

Poems by School-Within-A-School students.....Appendix K

ACKNOWLEDGEMENT

The Hilo High School "School-Within-A-School" program's second year of operation was realized through the concerted efforts and support of the Hawaii State Department of Education; the Hawaii District, DOE; the Social Welfare Development and Research Center of the University of Hawaii and many other public and private agencies in Hilo.

We wish to acknowledge the unqualified support and cooperation rendered by Superintendent Ralph Kiyosaki of the State Department of Education; Mr. Harry Chuck, Hawaii District Superintendent and Dr. Kiyoto Mizuba, Hawaii District Deputy Superintendent.

We also wish to recognize the able leadership of Mr. Richard Matsunaga, Principal of Hilo High School; Herbert Zane, Head Counselor at Hilo High School; and the efforts of members of the School-Within-A-School staff. Without their dedication and willingness to test a new approach, this program might not have been possible.

Although it is still too early to measure any degree of substantive conclusions, the demonstration clearly defines the tasks ahead:

1. The techniques of instruction as it was originally designed for this project need to be further tested and validated before any conclusions can be reached.
2. The results, while impressive but inconclusive, are significant enough to merit further research and study on a wider and more scientific basis; and
3. The innovative concepts applied to the educational program for low-achieving, problem-oriented students of this project

can be made applicable to other "normal" students who find education irrelevant and unchallenging.

The knowledge gained in this second year of operation will no doubt add much to the refining of the program in the third year. To this end, this Center stands ready and willing.

Jack T. Nagoshi
Director
Social Welfare Development
and Research Center
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A REPORT

by Robert T. Omura, Project Consultant
Assistant Director
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INTRODUCTION

This evaluation climaxes the second year's operation for Hilo High School's "School-Within-A-School" (hereafter referred as SWS) program. It also marks the close of the first year of intervention services rendered by the Social Welfare Development and Research Center (formerly Youth Development Center and hereafter referred as SWDRC.)

The SWS program opened its second year in September, 1969 at a new location (former DOE District Superintendent's office located on Waianuenue Avenue just off the Hilo High School athletic field) with fifteen students enrolled. Most of these students were carried over from the previous year's SWS program located at the Hilo YWCA building.

Mrs. Fumie Bonk returned to fill one of two instructor positions assigned to the program. In addition to her previous year's experience she gained limited exposure to behavior modification and individualized instruction skills prior to the school's opening.

Fujio Taketa was appointed to fill a vacancy in the second instructor position. David Swanson, special education instructor at the High School was added to the staff at the beginning of the second semester.

Head Counselor Herbert Zane coordinated referral and screening activities at the High School.

A. PLANNING

Planning of the SWS program for 1969-70 and delineation of the

SWDRC services was begun on September 1, 1969 during a meeting conducted at the office of District Superintendent Harry Chuck. A program operational plan was developed by the SWS staff and the SWDRC. Refer to Appendix A - School-Within-A-School: A Plan for Re-Education.

B. TRAINING

Monthly consultations between September, 1969 and May, 1970 were conducted by the SWDRC. Training content included basic concepts of behavior modification, principles of learning, contingency management and observation and recording procedures.

In addition, the following resources were provided:

October, 1969 - Mrs. Barbara Sloggett - Research Assistant, SWDRC
Miss Katie Goold - Specialist, SWDRC

October, 1969 - Dr. Hill M. Walker, Assistant Professor
Dept. of Special Education, University of Oregon

February, 1970 - Mrs. Barbara Sloggett - Research Assistant, SWDRC
Kenneth Kobuke - Instructions Manager, Kailua Intermediate School TOP Project

A sixteen hour orientation workshop on behavior modification techniques was conducted for Hawaii District DOE personnel and attended by approximately 80 persons. Resources in addition to SWDRC personnel included Dr. Roland Tharp, Director of Clinical Psychology - UH; Dr. Scott MacDonald, Community Psychology - UH; Dr. George Fargo, Special Education - U. of Washington; Kenneth Ling, Community Services Supervisor - Palama Settlement; and Charles Glenn, Coordinator Kailua Inter. School TOP Project.

Mr. Zane, Mrs. Bonk and Mr. Taketa visited Oahu schools demonstrating behavior modification techniques under the auspices of the SWDRC.

C. PROGRAM IMPLEMENTATION

1. Physical Facilities

The physical facilities were arranged and structured in accord with plans specified in Appendix A. Some minor modifications to the floor plan were made.

2. Instructional Program

Mrs. Bonk served as the Instructions Manager and began implementing individually prescribed self-instructional programs. During the second semester, David Swanson functioned as the supervisor of the mastery or work-study area of SWS while Mrs. Bonk continued to provide diagnostic, prescriptive and instructional planning services. Also during the second semester, James Hockstaff, a senior education major from the University of Hawaii - Hilo Campus, assisted with the production of instructional materials.

3. Behavior Modification

As Activities Coordinator, Fujio Taketa implemented a token economy system within the SWS. Mr. Taketa also provided instructional management assistance and arranged for a number of high strength activities throughout the year.

D. RESULTS

From the point of view of a scientific analysis of any demonstration program, it is always highly desirable to obtain precise data under specific control situation. This, however, is not entirely possible in an operational/demonstration program such as the Hilo High School SWS program.

The specific reasons for not placing a demand on the collection of data from the SWS staff were 1) although it was the second year of

operation for SWS it was first with the application of behavior modification methodology; 2) the staff needed time to learn the new techniques; 3) the shortage of adequate help to compile and record data.

Despite these shortcomings some information was made available.

The results of the 1969-70 SWS program are based on data collected and collated by the SWS staff.

On the basis of the stated behavior objectives (refer to Appendix A, Page 2) the following results were achieved:

1. Improvement of attendance records

Seventeen (17) students were enrolled in the SWS for a minimum of thirty eight (38) school days and a maximum of one hundred thirty six (136) school days between October 27, 1969 and April 7, 1970. These students were enrolled at Hilo High School's regular classes for the balance of the school year.

		At Hilo HS	At SWS
a.	Total No. of student days	1,589	1,369
b.	Student days present	1,059	1,115
	1) % of attended days	66.65%	81.45%
	2) improvement in attendance at SWS		+14.80%
c.	No. days students were tardy	269	158
	1) % of days tardy		11.54%
	2) reduction of tardiness at SWS		- 5.39%

Six (6) students were enrolled at SWS for both school years, 1968-69 and 1969-70. These six students improved in attendance as follows:

	SWS 1968-69	SWS 1969-70	Difference Score
a. % of days present at SWS	86.20%	93.43%	+7.23%
b. % of days tardy at SWS	12.42%	5.43%	-6.99%

Summary:

Six (6) students improved their attendance by more than 20%. 15 of the 17 students enrolled for at least 21 weeks improved their attendance at the SWS as compared to their attendance record at Hilo High School. The range included the following:

High - 45% improvement in attendance
Low - 2% improvement in attendance
Mean - 16.7% improvement in attendance

Two students decreased their attendance rate while at SWS with scores of -14% and -16% respectively.

2. Improved achievement in basic academic areas such as communication skills and math.

Reading: Twenty eight (28) students were pre and post tested with the Gates (195) Reading Survey, Form I upon entry into the SWS program and during May, 1970. The following results were obtained:

a. 16 students (57.2%) improved at a rate faster than normal. .3631 for SWS to .11 mean

b. 1 student (3.6%) improved at a normal rate.
.11 for SWS to .11 mean

c. 5 students (17.8%) improved at a rate less than normal.
.06 for SWS to .11 mean

d. 3 students (10.7%) made no improvements.
.00 for SWS to .11 mean

e. 3 students (10.7%) scored at a lower level at second testing.
-.20 for SWS to .11 mean

Mean rate of academic improvement per month per student: .2007 SWS

Mean rate of normal improvement per month per student at SWS: .11

(Decimals in "fractions of academic grade level improved per month of school year for average student".)

Mathematics: Twenty five (25) students were pre and post tested with an un-named mathematics test. The tests were administered upon entry into the SWS program and again in May, 1970.

a. 12 students (48%) increased their scores for an average increase of 22% per student.

b. 6 students (24%) made no improvements in their scores between the first and second mathematics tests.

c. 7 students (28%) decreased their scores for an average decrease of 10.8% per student.

3. The reduction of an overall drop-out rate at Hilo High School.

No data on the overall drop-out rate at Hilo High School were provided for this report. However data on the students at SWS indicated the following:

	SWS 1968-69	SWS 1969-70
a. Total enrollment	41	42
b. No. of students retained in SWS	22 (53.7%)	33 (78.6%)
c. No. of students not retained in SWS	19 (46.3%)	9 (21.4%)
1) transferred to other schools	2 (4.9%)	3 (7.1%)
2) officially dropped	15 (36.5%)	6 (14.3%)
3) dropped for "health" reasons	2 (4.9%)	0*

*Females on maternity leave continued to respond to self-instructional programs prepared by the SWS.

Note: Most of the official drops were recorded during the first semester of the school year.

4. More active participation in school and community activities.

So-called "non-academic" activities were scheduled throughout the year, some of the more desirable activities being placed on contingency. The token economy established for the program afforded the students opportunities to "earn" participation privileges.

A schedule of the major activities included the following:

September

17.....Visited Hilo Motors and Kitagawa & Co. (boys)
18.....Visitation to Naniloa Hotel (girls)
23.....Lecture on Family Court & Probation by a probation officer

October

1.....Cosmetic "Make-Up" Demonstration (girls)
24.....Excursion to Kalapana and Queen's Bath by the students who have earned enough points for this privilege.
29.....Lecture on "Family Planning" by a public health nurse.

November

3.....Lecture on rock and roll music and poetry by a UHHC professor.
4.....Lecture and demonstration on State Fish and Game by fish and game warden.
5.....Follow-up discussion on family planning by the public health nurse.
19.....Lecture by a traffic officer on the rules and regulations on driving and traffic safety.

December

10.....Aloha shirt pattern cutting demonstration by a University Extension agent. (girls)
18.....SWS "Open House" and Christmas Party.

April

4.....Students participated in the Merry Monarch Parade. (won 3rd place trophy)

May

15.....Field trip to Kona; City of Refuge and Kahaluu Beach.

One of the basic characteristics of the SWS student is his general alienation from the regular school. Throughout the year, although a number of students succeeded academically and socially at SWS, they indicated little desire to return to the regular classroom. Gradual phasing-out of successful students was attempted and the following figures show comparative results in this effort:

		1968-69	1969-70
a.	Total enrollment - SWS	41	42
b.	No. students returned to regular classes - full time	3(7.3%)	9(21.4%)
c.	No. students returned to regular classes - part time	0	3(7.1%)

A 50 question questionnaire to survey student attitudes towards the school, family and themselves was developed and administered by Herbert Zane of the counseling staff. SWS students were included in the original survey conducted in early May. A revised and abbreviated twenty-two (22) question survey was conducted in late May on SWS students only. The SWS student responses are as follows:

YES	NO		
100%	0%	1.	I get along well with other students.
11%	89%	2.	I think that school is like a prison.
6%	94%	3.	I wish we weren't living where we are living.
11%	89%	4.	School is unpleasant.
67%	33%	5.	I enjoy reading.
67%	33%	6.	I read without anyone having to tell me to read.
100%	0%	7.	I feel that education is important.
0%	100%	8.	I think that teachers are not interested in me.
100%	0%	9.	My teachers are helpful when I need help.
94%	6%	10.	I have a desire to make myself successful.
72%	28%	11.	School and school activities mean something to me.
94%	6%	15.	I wish I were in elementary school again.
0%	100%	16.	I think school is useless.
33%	67%	17.	I am frequently (often) absent or tardy to school.
83%	17%	18.	I feel that teachers like me.
72%	28%	19.	I like to go to school.
100%	0%	20.	People like me.
11%	89%	21.	I learned much in the regular school.
100%	0%	22.	I learned much in the School-Within-A-School.

E. AN ANALYSIS OF THE RESULTS

1. Improvement of attendance records

It is obvious that the overall attendance rate among SWS students improved when compared to their record from the previous year and their pre and post SWS enrollment of the current year. Since no control group data is available, it is difficult to assess the significance of the SWS student's improvement in school attendance.

Although individual attendance records were maintained, this information was not included in the current report. An analysis of individual attendance records would probably have indicated that the absentee and tardiness rates were higher at the beginning of the school year or during the early weeks of a new enrollee. Absentee rates would probably have been high at the end of the school year also.

Poor attendance early in the program year may have resulted from uncertainties of the newly applied behavior modification technology. Poor attendance rates among school alienated students is a major characteristic. Until the student began to understand the operations of the SWS program, he, in all probability, may have been absent more often than present.

Poor attendance at the end of the school year is a common occurrence among high school students. A comparative analysis of attendance rates among the regular school students may verify this assumption.

2. Improved achievement in basic academic areas such as communications, skills and math.

Once again, the results of the reading and math achievement scores of the SWS students are impressive and indicate that most of the students benefitted from the academic emphasis of the SWS program. However, the lack of a control group once again limits the significance of the students' achievement.

A point to be considered in the results of the scores from the Gates Reading Survey is the mean rate of normal improvement per month per student at SWS. If it can be assumed that the typical SWS student was not making any significant achievement in reading while attending regular classes (entering level reading placement scores for individual students will verify this) then any achievement at SWS can be considered a meaningful gain.

A comparative analysis of reading achievement rates among all students at Hilo High School should be very interesting.

The employment of precision teaching techniques, as it is being demonstrated by the SWDRC at other schools, should provide for more precise on-going assessment and re-programming of students encountering difficulties in their academic development.

3. The reduction of an over-all drop-out rate at Hilo High School.

Comparisons of drop-out rates within the SWS program in 1968-69 and 1969-70 indicate a significant improvement during

the second year. Because no figures are available for the entire high school it is not possible, once again, to assess the significance of the SWS's efforts.

Since there are other special programs for special students at Hilo High School, it may be noteworthy to begin a systematic recording procedure to enable a study of the comparative effectiveness of the various programs to retain students in school.

4. More active participation in school and community activities.

There is no doubt that the SWS program provided its students with many opportunities to actively engage in school and community activities. The significance of the SWS program's efforts is that the students "earned" the privilege to participate in many of the activities. When the students had to earn their privileges, it further provided them with the opportunity to place a value on participation in such activities. (Refer to Appendix C, E, F & J)

V. A SUMMARY OF RECOMMENDATIONS

1. An effort must be made to stabilize the staffing assignments to SWS. The 50% and two-thirds staff changeover in the first and second years respectively contributes little to assuring qualitative improvement to the SWS program. Because of the anticipated appointment of new staff in September, 1970, it is recommended that plans for an expanded SWS program be temporarily curtailed until personnel assignments are stabilized.

2. Related to the above is a recommendation that serious consideration be given to the type of personnel appointed to the SWS staff. Because of the nature of the SWS program staff assigned to the program must be aware of and committed to the daily workload responsibilities. The State DOE should consider special compensation rates for personnel assigned to programs such as the SWS.
3. Every attempt should be made to secure data from other programs and activities at Hilo High School in order that a comparative analysis of SWS's achievements can be made.
4. The 50 question student evaluation questionnaire or any other similar instrument should be administered in September and May to determine comparative value changes among Hilo High and SWS students.
5. As stated elsewhere, precision teaching procedures should be implemented in order to improve the academic and non-academic behavioral management procedures at SWS.

The 1969-70 staff of SWS exhibited excellent motivation and effort to develop personal skills in operating the current program. Their concern for the achievement and success of their students is reflected in the results of the student evaluation questionnaire and in the newspaper articles displayed in Appendix E & F. It is hoped that Fujio Taketa will be afforded the opportunity to return to SWS upon completion of his advanced studies.

Most of the significant suggestions for program improvement are contained in subjective evaluations and recommendations submitted

by the SWS staff. (Refer to Appendix B, C & D.) The evaluation submitted by David Swanson perhaps best summarizes most of the SWDRC's observations and analysis. Mr. Swanson's departure from Hilo is a loss for the SWS program. Mr. Swanson's evaluation follows:

David C. Swanson
June, 1970

Although I have been working within the staff of the School-Within-A-School for only the past three and one half months, I have been able to make some observations of the school's foundations and processes. I have noted the interactions between the teaching staff, and the staff and students, the students themselves, and the relationships between the School-Within-A-School, Hilo High School, and community organizations. The following are my personal impressions regarding the present status and future needs of this program.

Commendations:

A) That the School-Within-A-School is financially supported from funds outside the immediate jurisdiction of Hilo High School.

The basic premise upon which this program is justified is that it can give more and better education to a select number of students than can the complex of Hilo High School. To be effective in this endeavor the School-Within-A-School must maintain independence and autonomy from the regulations, decisions, and general approach of the high school management. Financial self-management is the first and major step to understanding the dynamics of the program.

B) That the School-Within-A-School is located near but not on the campus of Hilo High School.

This directly contributes to the students' emotional association

with the student body, permits students to readily participate in the lunch program and activity periods, and provides proximity for those School-Within-A-School students who are also enrolled in high school classes. The most noticeable effect upon the students is that they do not feel alienated or ostracized from the central school. This greatly contributes to their eventual re-orientation back into the regular school environment.

C) That the School-Within-A-School is organized and managed through creative and dynamic leadership.

Mrs. Bonk is outspoken in her efforts, and a natural leader. That the School-Within-A-School has benefited from the clarification and strength she has given to the program is unquestionable. Against misunderstanding, unawareness, and inconsistent impressions of the school's efforts, Mrs. Bonk has helped the school find increasing success.

D) That the good working relationship of the teaching staff has provided the program with creative and broad efforts.

Although differences of opinion have existed, these have beneficially brought greater experience and understanding to the program. While each staff member has contributed his own individual talents for the good of the students and development of the students' individual abilities, so also has each member contributed to the whole. Reflection, discussion, and disagreement have been coupled with honesty and responsibility to bring the program greater insight and understanding. The School-Within-A-School has benefitted from a definite complementation of professional abilities and inter-staff exchange of ideas.

E) That the School-Within-A-School can effectively utilize the resources and techniques of programmed materials to meet the students' abilities.

Such materials are individualized according to the precise academic level of each student. This maintains high interest and constant challenge for the student, and gives the program efficiency. Each student upon entering the School-Within-A-School is assigned appropriate academic tasks programmed to his individual level and increasing in complexity by small increment steps which can easily be grasped. That this method of instruction is used so thoroughly and effectively speaks well for the program and it's organization.

F) That a general understanding and acceptance of the School-Within-A-School is becoming more widespread in the community.

Communication is good between the teaching staff and community organizations and agencies. With this communication comes the necessary support and cooperation necessary for the continued progress of the school. Good leadership and understanding of the local community give the program greater depth and a strong future base.

G) That a well-defined system of token reinforcement backed by tangible rewards has been developed by Mrs. Bonk.

This gives the program a concrete foundation upon which to challenge the students to do more and better work. The process of earning and spending points in accordance with the behavioral and academic tasks completed and the privileges granted provides the students with continuous interest and self-established pride in themselves. This system has been created on the basis of behavior modification and

learning theory and permits the students to accept responsibility for the quantity and quality of work accomplished. Not only does this system stimulate greater effort on the part of students, but it also provides the staff with more time and energy to plan, supervise, and give individuals greater personal attention. The organizational strategy of reward and punishment developed this year are the roots from which a still more dynamic methodology should arise. The groundwork for an excellent system of management and control has been firmly laid by the creative implementation of this approach.

H) That outside activities permit the students to take more responsibility and adopt broader horizons.

That the students use the facilities of the armory, that they go on excursions, that they actively participate in community parades, and that several of them have part-time jobs, all contribute to their understanding and development. Such involvement and responsible leadership that these activities help create cannot be learned through either books or classroom discussions.

Recommendations:

A) That there should be a greater separation of the power for disciplinary authority between the high school and the School-Within-A-School.

The School-Within-A-School can achieve greater individual success with students because the School-Within-A-School program operates under different techniques and principles of methodology. The learning theory utilized at the School-Within-A-School is based on indivi-

dual planning and careful, systematic structuring of the student's environment. The moment the auspices of high school disciplinary authority breaks into the network of behavioral modification at the School-Within-A-School, the effect of the work there is reduced. Both systems cannot operate on the same students at the same time. Even if a student has broken a high school rule while on the high school campus, he should be punished in a manner which will effect his behavior change most effectively. The reason that the students are at the School-Within-A-School rather than the high school is because the high school has failed in terminating the inappropriate behavior of these students. To continue with this less advantageous approach not only hurts the student's progress, but greatly diminishes the success of the School-Within-A-School as a whole. Those students in the School-Within-A-School must remain under the complete jurisdiction of the management of the School-Within-A-School, as those of the high school must remain under the protective guidance of the high school.

B) That there is a need for greater communication and inter-staff consistency.

Small program changes regarding the approaches and discipline used by the staff have not always been adequately discussed before implementation. On several occasions there was not sufficient knowledge, understanding, or acceptance of what was thought to have been the natural course of direction. This has resulted in some confusion and back-tracking. As a corollary of this, the inter-staff consistency of the specific approach to requirements for students, includ-

ing both behavioral and academic, were not always unanimous. While it is necessary that each student be treated differently, it is detrimental that groups of students be so treated. There should be one basic approach used by all the staff throughout the year.

C) That a more fundamental awareness of what are rewards and punishments be found.

The understanding that everything a teacher does leaves every student with a motivating (either positive or negative) impression should be clear. It has often happened that while purporting to punish a student with negative reinforcement, the staff was actually rewarding him for the undesired behavior. The reverse is also true, in that by "over-rewarding" a student he becomes less interested and more disenchanted in what he finds to be his requirements. Rather than leaving the student with increased motivation, he was frequently left with less interest than what he started with. This seems to be most particularly true with the degree of firmness that was given. If a student could give a supporting argument, then a compromise would usually be given. As a result, the students gained more authority and indifference to the demands of the staff. Punishments should be as impersonal as possible, while rewards should be as empathetic as humanly possible. Were this taken advantage of more, the academic and behavioral progress of the students could be significantly greater.

D) That more and better facilities are desperately needed.

The noise level through the building is too great for either adequate study or management, and is evident throughout the day. The bare, wooden floors and thin walls approximate an echo chamber for

noise and confusion. Since the attention span and day-by-day moods of the students vary greatly, there is a need for opportunity to work on different tasks at the same time. This is not possible under the present circumstances. When two students find it impossible to remain quiet, then soon everyone is drawn away from studying. Separate, specifically designated areas for specific tasks should be made, each one a unity in itself. Approximately 20 minutes more study time could be made per student per day if the level of distraction could be kept at a minimum. To do this, more space is essential. The study area with individual alcoves should be as far distant from the lounging area as possible, the office should be kept apart from the normal student traffic, and artistic and musical activities should be removed from all other tasks. Without this extra space the level of achievement will, all other conditions being perfected, level off to an academic plateau well below what is actually possible.

E) That the staff itself continues not to be a permanent one contributes to the prolonged lack of basic internal consistency and depth.

There's an old adage that says "if you want to do something good, then do it right in the first place." This is not to say that those who first began the School-Within-A-School program did not do so correctly, but that the program as a whole has suffered because of the turnover in personnel. Good, thoroughly qualified, and dedicated personnel who know what they are getting into and who sincerely hope to remain with the program several years should be hired. The success of the program depends upon the staff, and the staff must necessarily depend upon one another. It is a very difficult achievement to once

get a program such as this moving along efficiently and in a well organized manner. Unless a full staff of knowledgeable personnel are first found, development of the program will continue to be at a slower pace than necessary. Such development is built from year to year. All hiring of personnel (whether professional or para-professional) must first be discussed and agreed upon by the staff already there. Team teaching is difficult enough in any program, and unless the team is complementary the program development and organization will suffer the loss. Giving students the right amount and complexity of work takes intelligence and training, but getting the students motivated to actually do the work is an art.

F) That more para-professional help is definitely needed.

Several hours each day are taken from the professional instructor to do work which could be just as adequately performed by less skilled personnel. Such tasks as correcting assignments and tests, the recording of the points, taking of attendance, production of instructional aides, supervising physical education activities, and the basic preparation of future projects could all be done by non-professionals. This would leave more time for the staff to work with special individuals, have better control of the rewards and punishments given, talk with the students individually about their difficulties, create more dynamic social activities for the students, discuss the successes and failures of the program and what can be done about them, and accurately pin-point each other's accomplishments and mistakes. More para-professional help would not only save the teaching staff from busy-work and detail, but would greatly clarify the progress and di-

rection of the program and permit more creative challenges to be presented to the students. For every fifteen students, one competent professional and one para-professional are needed to meet the demands of the students.

G) That more specific and rewarding reinforcement for special students be found.

While the program as practiced can succeed with most students, it does not succeed with them all. This is not the fault of the student, but to the discredit of the system. Some students are just not sufficiently "turned on" by the possibility of earning points. For these students more tangible rewards should be offered, however subtly. The greatest source of reward is positive social reinforcement, and this could be used to a greater extent. Before this might begin to be effective, however, a few practical (however bribing) rewards must be offered. Every student is at a different level of reward-fulfillment, and it is the job of the staff to discover and then use that specific set of rewards for each individual. If the reward is great enough, <u>any</u> student will do what he is asked to do. As he successfully accomplishes the tasks, the reward can be lessened with an equally positive response from the student. All education is a form of bribery. The student studies because he knows he is going to get something for doing it. This may be a good job, a college degree, more money at a job, social praise, good grades, and so on. For those students not sufficiently rewarded by the possibility of these events, then something more immediate and tangible must be offered. Other reinforcers must be used. Every student will do the

work if he feels it's worthwhile for him to do so, and the School-Within-A-School should make greater use of this fact.

H) That more activities should be given the students.

The early morning hours are best for engaging in academic study, while late morning is best for less formal activity. Such activity could be movies, listening to tapes, discussions, or leisure reading. The afternoons should be set aside solely for purposes of physical education, music classes, art classes, shop classes, or part-time work. More participatory activities need to be scheduled for these students in the afternoons. At this time the student wants and needs to exert himself, and to control and channel this outward enthusiasm works to the benefit of the academic program. Outside activities should be scheduled, each systematically structured to their patterned goal. This would give the professional staff more time for preparation and planning, while permitting the students to receive a broader range of interests that they cannot satisfy within the classroom itself.

I) That the detached counselors are hurting as much as helping the work of the School-Within-A-School.

What they do (i.e., counsel through a traditionally analytic orientation) is very good and a benefit to the students and staff of the School-Within-A-School. How they go about doing it, however, is detrimental to the School-Within-A-School. Only too often the punished or rejected student (and slight punishment in the form of mild personal rejection is the most useful) flees to the detached counselors for moral support and personal strength. They serve the same function of giving the student unnecessary support that the high school does for

giving him unnecessary discipline. Inter-personal or social problems should always be talked out and understood, but the students should not have the freedom of running to their favorite counselor whenever they feel hurt. If a student feels he has a need to talk to one of the detached counselors, then it stands to reason that he must have a great enough reason so that he is able to schedule such a conference at least one day in advance, or certainly wait until the school day is completed. There is a high correlation between those students who are punished (through either social or tangible deprivation) and those who most often seek a counselor's attention. And, more often than not, this impulse of theirs is on an immediate basis. The counselors are necessary to the School-Within-A-School program, and their work is commendable, but their influence upon the everyday lives of the students must not be detrimental to the work of the School-Within-A-School. Strangely enough, a "necessary" or "confidential" conference with a counselor during academic hours becomes far less urgent once school is over for the day. In all events, the students of the School-Within-A-School must remain under the environmental control of this school's staff--or trying to re-shape their environment becomes useless. The students, at the high school or with the detached counselors, must not be permitted to have a way "out" of their controlled environment.

J) That the amount of progress made by the students of the School-Within-A-School is not adequately measured or contrasted with the progress of other students.

A more complete battery of standardized tests should be given

each student as he enters the program and then again at the end of the school year. A standardized test for reading comprehension, vocabulary, and speed should be given, along with appropriate tests in mathematics. In addition to this, interest and/or personality tests should be given to the student at the same time. The rate of progress cannot be known unless it is adequately measured. The results of these tests should be recorded, compared, and analyzed for each school year. More study should be made to determine why some methods succeed with some students, and others do not. A permanent file of all such tests should be maintained and periodically reviewed.

SCHOOL-WITHIN-A-SCHOOL
A Plan For Re-Education
Hilo High School
Department of Education Hawaii District
State of Hawaii

Harry Chuck, District Superintendent
Richard Matsunaga, Principal

Instructional Staff:

Mrs. Fumie Bonk - Instructions Manager
Fujio Takata - Activities Coordinator

Consultants:

Social Welfare Development & Research Institute
(Youth Development Center)
School of Social Work
University of Hawaii

September, 1969

Introduction

The School-Within-A-School Program (hereafter referred as SWS Program) was started during the 1968-69 school year because of a general concern and recognition that certain students at Hilo High School needed an education program geared to their special needs. These were students from relatively disadvantaged cultural environments who had divergent characteristics of personality which were at the extreme of a normal distribution curve, (i.e. - ability, social skills, motivation, appearance, basic academic skills, etc.).

The intent of the program was to bring about more meaningful behavioral, attitudinal and value changes toward school and education.

The rationale of the program proposal for 1969-70 is based upon the need for a continuous preventive approach within the present school organization. This will be attempted through the implementation of a special curriculum which will be designed to meet the observed needs of disadvantaged youngsters. This program will be adapted to student ability, interest, motivation, orientation, social customs and patterns of their society. It is expected that this could not only retain the students in the school environment to provide for a minimum high school education, but also that this will provide them an opportunity to experience successful academic achievement.

Goals

This program will attempt to bring about more meaningful behavioral, attitudinal, and value changes toward school and the education process; and to reduce further alienation from the regular school.

Objectives

The achievement of the program goals will be measured by the following specific objectives:

1. Improvement of the attendance records.
2. Improved achievement in basic academic areas such as communication skills and math.
3. The reduction of an overall drop-out rate at Hilo High School.
4. More active participation in school and community activities.

Student Population

The SWS Program will accommodate at any one time a maximum of 30 male and female students from the 10th, 11th, and 12th grades at Hilo High School. These students will be characterized by:

1. Poor attendance records
2. Poor academic achievements, but not classified mentally retarded
3. A history of disciplinary incidents

Program Description - Summary

1. Name:

   School-Within-A-School (Hawaii Nui High-name selected by the students of the 1968-69 class.)

2. Location:

   DOE building - former offices of District staff

   450 Waianuenue Avenue

   Hilo, Hawaii 96720

3. Referral & Selection Criteria

Students will be referred for possible placement in the SWS program by classroom teachers. Referrals will be made to the respective counselors of Hilo High School who will in turn channel their recommendations to the Head Counselor of the School. Referrals will be based on the following criteria:

a. students in grades 10, 11 and 12

b. students who exhibit poor academic achievement - but not classified as mentally retarded

c. students who exhibit a high frequency of deficient or deviant behavior with a history of disciplinary incidents.

d. students who have compiled a poor attendance record - minimum of 20 days absence.

After a student has been recommended for the program by the Head Counselor, an interview with the student will be held to give the student an opportunity to choose enrollment in the SWS program. The student interview procedure will include school administration officials, counselors and staff of the SWS and the student's parents.

4. Orientation

Students, upon selection into the SWS program will be provided an orientation to the program by the Activities Coordinator. During this period the student will learn about the social and academic behavior task assignments and the token economy system established for the SWS. Initial academic and social behavioral assessments will be made by the staff.

5. Instructional Assessment and Placement

The basic underlying premise of the instructional program in the academic and social behavioral areas is Programming for Success. The assessment

or identification process must provide information which can be used to determine the actual current level of performance for each student. Available commercial placement and diagnostic devices as well as teacher-made tests will be used to determine appropriate placement for the students.

Emphasis on the academic programming will be initially placed on basic reading skills and comprehension. Mathematics, writing and other academic subject areas will be programmed appropriately after reading activities have been programmed for all students in the SWE program.

6. Prescribed Instructional Materials used by the student will meet two important criteria:

a. it will be at the achievement level of the user student so that it is sufficiently challenging but not so difficult as to frustrate his efforts and lead to repeated failure or so easy as to bore him.

b. its content will be of high interest to the student.

When commercially prepared materials are not available, it will be necessary to produce teacher-made materials in order to meet the specific individual needs of each student.

A system of gradual approximations to both academic and social behavioral objectives will be practiced in order that each successive improvement may be appropriately rewarded and solidified.

Student responses to the prescribed instructional program will serve as cues to the instructional staff. Positive responses will indicate adequate programming. Negative responses will indicate the necessity to re-evaluate and revise the student's program.

Re-assessment, re-diagnosis and the prescription of the academic and social behavioral tasks will be a continuous and inter-related process.

The frequency of these events will be determined by the observed responses of each student.

7. Instructional Strategies

The SWS program will feature self-instruction or self-teaching and independent study as the basis for learning academic and social behavioral skills. This is emphasized because of the following reasons:

a. it meets the criteria for a highly individualized learning program and is economical when compared to the cost of tutoring or small group instruction.

b. it provides for self-pacing without pressure by teacher or tutor.

c. it provides an opportunity for behavior - both appropriate and inappropriate - to occur and be observed thereby providing the instructional staff an opportunity to reassess and represcribe the program when necessary.

d. it begins a conditioning process for self-motivation to seek, inquire, study and learn which is important in later life after school requirements are completed.

e. it avoids student-teacher confrontations on single learning items and permits the student to "save-face" when he encounters a difficult task or problem.

f. it provides a setting for a positive built-in student initiated student-teacher interaction, a phenomenon that is rare for youths in this category.

Tutoring, when utilized, will be limited to the dyadic (1 to 1) or triadic (1 to 1 to 1) models wherein students help each other. Such instructional models provide the student tutor opportunities to review and strengthen previously learned skills while helping the student being tutored to acquire new skills.

Academic and social behavior skills will be specified by task assignments which the student may choose to perform. Appropriate consequences will be provided for each task with heavier emphasis on positive reinforcements. This will require the development of a token economy system within the SWS setting. The opportunity for choices in performing or not performing the assigned tasks plus the token economy system will facilitate the implementation of a self-motivational element in this program.

Meaningful extrinsic reinforcements are provided essentially to develop or shape new behavioral responses. The frequency of reinforcement from continuous to intermittent will be gradually "thinned" or "faded" with the pairing of more acceptable standard extrinsic reinforcers such as grades and social rewards including praises, acceptance and approval. It will not be possible to observe and measure intrinsic reinforcements but behaviors such as increased rate of academic out-put, successful achievement in academic and social tasks, and competitive responses will indicate achievement of these rewards.

A basic supposition to be considered is that if the student does not learn, it is the fault of the instructional staff or the procedures, or the learning materials or the reinforcers or the reinforcing schedule and <u>not the fault of the student</u>. This supposition will force closer examination of all facets in the program.

8. Release, Phase-out and Follow-up

Utilising the principles of successive approximations, students in the SWS program will be phased-out on a gradual step-by-step basis. Criteria for the initiation of this process will include but not be limited to the following:

a. a minimum of a 100% improvement over baseline of student's school attendance record

b. improved achievement (or minimum performance level in at least one subject area)

c. increased participation in school and community activities

d. demonstrated ability to generalize and withhold gratifications.

A case conference between the SWS staff, the student counselor and the receiving teacher(s) of the regular class will meet to determine the phase-out schedule and recycling of the student into the regular school curriculum. The school counselor will maintain follow-up services and make necessary reports back to the SWS staff.

Students who achieve success in attending one regular class will be programmed to attend other regular classes. The SWS will maintain an "open-door" policy on all students during the phase-out process. This latter practice will provide the student an opportunity to "fall-back" gracefully whenever he finds the confrontations of regular class attendance too severe.

Attendance in regular classes will be entirely voluntary. Any absence from assigned classes and the SWS during that period will be considered a "class-cut".

Students for whom a return to regular classes is not deemed appropriate will be programmed for a vocational release from Hilo High School. These students will be provided opportunities to develop work behaviors such as regular and prompt attendance, following directions, follow-through and fixed interval reinforcement schedule.

Students who fail to respond to the SWS program by non-attendance at school or work will be carried until the end of the school year. During this period the SWS staff will continue to exert every effort to bring the student back into the program.

Students will not generally be expelled for infractions of traditional school behavior rules and regulations as long as they are enrolled in the SWS program. Students may, however, be suspended if they fail to abide by the terms of the initial agreement (or contract) enabling them to enroll in the SWS program.

9. Instructional Content

Emphasis of the SWS program will be on the learning of appropriate and acceptable academic and social behavior skills. Activities and tasks in the academic area will provide an opportunity for the student to increase his academic performance level. Activities and tasks in the behavioral area will provide the student an opportunity to behave or respond. The observed levels of behaviors or responses will determine the content of his learning activities and tasks. (i.e. 1] a student exhibits substantial difficulty in attending school, the first task assigned and recognized will be for regular and prompt attendance; or 2] a student exhibits difficulty in achieving success in the area of reading skills, the first assigned task will include drills and exercises in which he can succeed and followed by initial recognition for completion and secondly for accuracy.)

The use of self-instructional or automated instructional materials — which gives immediate recognition for correct responses — will provide for built-in reinforcement and individualized instruction. The program design will provide for continuous development and improvement of the instructional program stressing individual diagnosis, individual planning, individual implementation, individual evaluation and subsequent replanning The program will attempt to provide opportunities for educational, occupational and cultural needs of the students by providing a much wider variety of real and visual experiences through study trips and excursions

that are placed on contingency for appropriate task performance and achievement.

A variety of self-instructional hardware such as tape recorders, language masters, view scopes and other devices will supplement independent seat work and group participation activities.

Students of the SWS program will be physically separated off campus but will initially attend and participate in extra curricular activities of their choice, within the comprehensive high school program.

Experiences from the previous year's program confirmed Gallimore and Howard's* analysis that the typical ethnic group represented in the SWS program respond effectively to an extrinsic motivational system and are further characterized by their positive responses to peer pressure, affiliation and avoidance of social disapproval. These observations suggest that much classroom activity can be channeled through group projects with group reinforcements that are placed on contingency for appropriate manifestations and group behaviors. A token reinforcement system with group rewards will be implemented for this purpose.

10. Instructional Procedure

After a student is assessed and programmed for specific behavioral objectives, he will be provided with a kit containing automated instructional materials and a list of behavioral tasks.

The student will be directed to the instructional center to perform his choices of tasks. If the student chooses not to study, he will be directed to a "free bench" area where a non-reinforcing (including attention) situation will be maintained.

As the student responds to the various task requirements in the instructional center, he is essentially studying and teaching himself with guid-

* Dr. Ronald Gallimore, Psychologist, and Dr. Allan Howard, Anthropologist, of the Bishop Museum and the University of Hawaii

ance and supervision from the staff. Whenever the student requires the assistance in clarification or interpretation of an assigned task, he will initiate student-teacher conferences (outside study area to minimize distractions to other students) to obtain the necessary help. Student initiated student-teacher conferences will also provide opportunities for evaluation of completed work (immediate correction of unit tasks, tests, etc.), recognize and aware appropriate reinforcements, review subsequent activities the student may undertake and other pertinent matter.

An attempt will be made to hold student-teacher conferences each day, generally at the beginning and/or at the close of the academic day. During such student initiated conferences, negotiations for earned or bonus points may be discussed and determined.

11. Contingencies

The principles of learning theory particularly those applicable to operant psychology will be utilized in a systematic and consistent manner. Initially students' responses will be reinforced socially through verbal praises (positive reinforcement) and ignoring (non-reinforcement or extinction). Aversive reinforcements will be avoided and utilized only with the approval of the program consultants. Negative reinforcements will be utilized only to shape certain desirable avoidance behaviors.

When it becomes difficult to elicit desirable responses, meaningful extrinsic reinforcers (token system) will be applied. This will necessitate the development of a token economy.

Token reinforcers (points) will be presented for the following earned behaviors:

a. desirable school attendance record

b. completion of behavioral tasks

c. achievement of academic tasks

d. 90% or better performance in unit or summary tests may merit special bonus reinforcements.

The tokens (points) may be "cashed" for various privileges including the following:

a. part-time job opportunities (and subsequent pre-vocational training programming) which may include enrollment in the in-school NYC program and other special work training situations in the community.

b. participation in regular school activities and special events on the main campus

c. participate in regular school classes

d. lounge use and all the additional reinforcements and privileges indentified with lounge usage

e. off-campus privileges (during lunch hour)

f. special group events, outings, field trips, and projects related to the programmed curriculum.

12. Schedule

The time element in this proposed program will be flexible to provide each student sufficient time to manifest desirable behaviors.

The morning period (between 8 a.m. and 12 noon) will be devoted essentially to work-study behaviors. The student may choose from a variety of behavioral tasks including independent and group activities.

The afternoon period will be set aside for non-academic behavioral tasks such as those specified in the contingency listing.

If a student chooses, he may perform academic tasks all day. If he chooses not to perform any tasks all day, no reinforcement of any kind will be awarded. No student will be forced to perform any behavioral tasks assigned to him. No student should be permitted to enjoy any privileges (or other reinforcers) if he chooses not to perform any assigned tasks. In essence, no work - no pay.

13. Staffing

Two full-time teachers will be assigned to operate the program. Two additional teacher aides will be required to assist with the various activities.

a. Instructions Manager

One full-time teacher, the Instructions Manager, will serve as the program coordinator and will be responsible to the school principal for general operations of the SWS program. The Instructions Manager will also be responsible for the instructional functions of the program.

Examples of duties are as follows:

1) Coordinate various phases of project
2) Establish and supervise staff assignments and coordinate behavior development activities
3) Diagnose and plan instructional program for every student
4) Surveys, assesses and obtains (or when not available -- develops and produces) specific instructional and testing materials
5) Develops alternative instructional strategies and techniques based on individual student appraisals
6) Provides direct instruction when necessary
7) Help establish diagnostic placement and data keeping forms.

b. Activities Coordinator

The Activities Coordinator position will be filled by one full-time staff member. Although the requirements of this position could include all non-academic activities related to the SWS program, due to limitation of staff positions, the

incumbent will provide additional assistance in the academic area related to group instructional activities.

Examples of duties:

1) Coordinate part-time job contracts within the community including jobs on campus
2) Develop, coordinate and maintain the referral, selection and follow-up procedures with the regular school counseling and instructional staff.
3) Provide direct instruction to students as necessary and assist with student study supervision
4) Coordinate student and parent orientation
5) Plans and conducts group instructional sessions in consultation with other staff members
6) Coordinates contingency management activities of the SWS program
7) Maintains record keeping system for each student
8) Plan, coordinate, and conduct pre-vocational training activities
9) Assist Instructions Manager in other related tasks.

14. Physical Facilities

The physical facilities or the learning environment for the SWS program will be designed and structured to compensate for the students' academic and social behavioral deficits and to reinforce their learning behaviors. The facilities must be viewed as prosthetic devices to help establish, support, provide necessary cues, and maintain appropriate learning behaviors.

One area or center of the SWS facility will provide for appropriate study behaviors to occur independently. This setting will provide

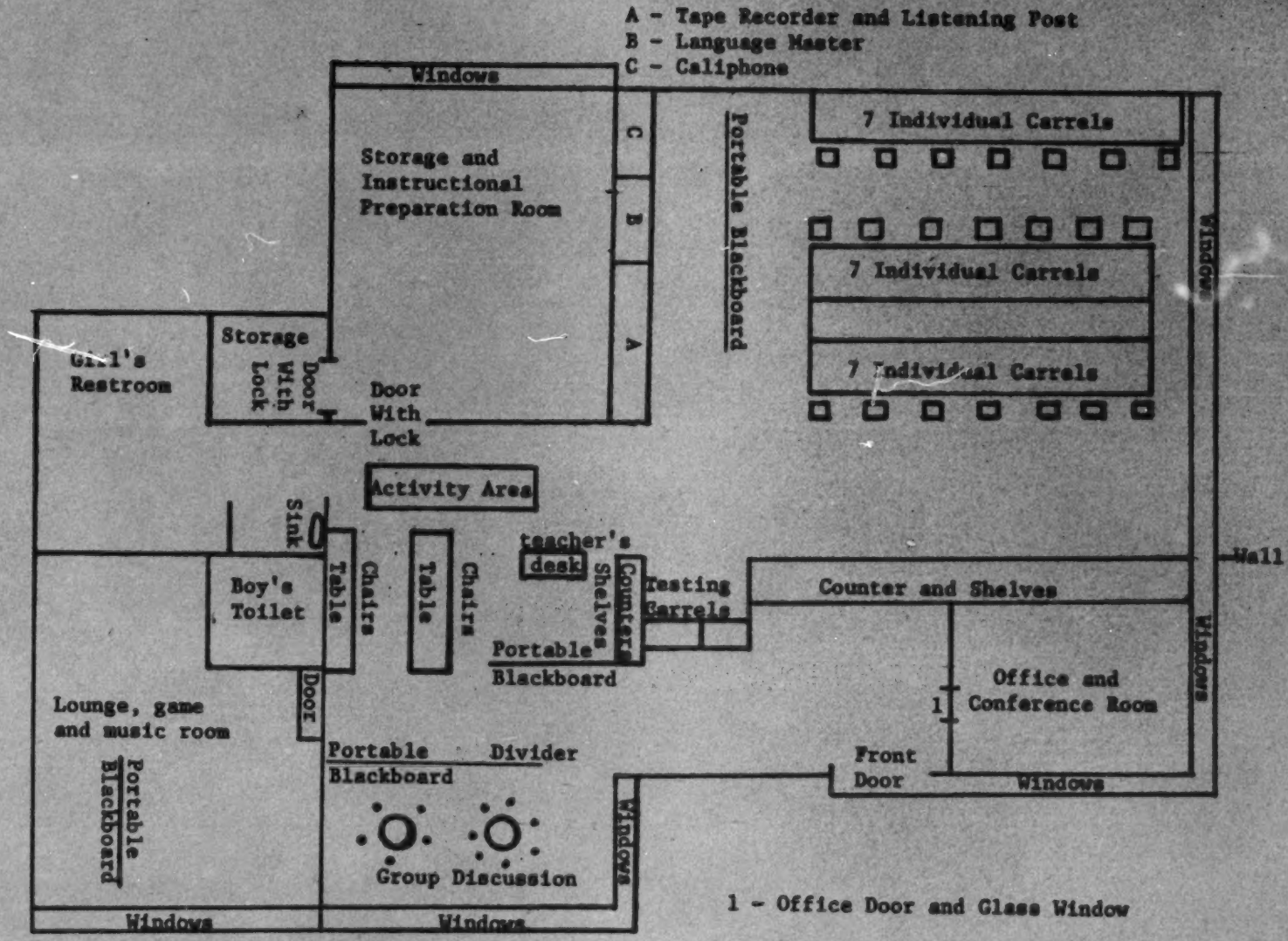
for high concentration of study effort, minimum opportunity for any social interaction including teacher-pupil conferencing/counseling.

A second area will be established for group instructional activities including a conference and discussion area.

A third area will serve as the control area where the staff will issue materials, provide one to one direction and assistance and other related functions.

A fourth area will serve as a place where "free time" may be expended. Entrance to and use of various privileges in this area will be contingent on appropriate behavioral achievements. This area will also provide for appropriate social interaction to occur.

A fifth area will provide for "time-out" or the "free bench" where no reinforcing event of any kind will occur. Irrelevant behaviors, except those privileges on contingency, in this area will be completely ignored.



Appendix A-16

Appendix B
Staff Evaluation

Fumie Bonk
June, 1970

Robert T. Omura, the consultant to the School-Within-A School program for the school year on behavior modification techniques from the University of Hawaii, School of Social Work, had requested that each member of the staff write a brief personal impression of the program.

I have been with the program the first year of operation which was faced with many difficulties and frustrations among the students and the staff. I think this came about because of its existential planning and practices. I can honestly say that we had reached a milestone on this second year of operation for the following reasons:

1. We had met the same objectives which were stated for the first year but had developed a more clearly defined approach which had given the program a firmer structure and direction using the combination of behavior modification techniques and individualized self-instruction. This system provided a "built-in system counseling" to bring about changes in behavior. With this system, students were able to quantitatively account for their progress in academic and behavioral tasks. The earning of points to obtain token rewards for reinforcement (positive) became meaningful to the students because it was quantitatively accountable, consistent, and fair. Motivation meant to some students, work if you can get something for it. The more immediate and tangible the rewards, production increased. As the school year progres-

sed, with good teacher-student relationships established many students performed with less extrinsic rewards, or placed less importance to extrinsic and valued more intrinsic rewards. During the last quarter, we experimented with five students by placing them on an honor system and releasing them from the point system. They worked out very successfully.

2. I have noticed a marked improvement in the care and pride of the building compared to the previous year. When we were located in the basement of the YWCA building the students were destructive and abusive. I believe that if students are given a more pleasant and attractive environment they would respond positively. The proximity of the SWS to the main campus helped the students to be a part of the high school. I have no doubt that proper physical environment creates the kind of behavior desired. The use of carrels facilitated desired academic and study behaviors, minimizing unnecessary disruptions. Students who had not attended classes at the high school campus, some of them for a whole quarter would sit at these carrels for a stretch of an hour and even three hours with a few short breaks for relief. The physical division of various activities was very receptive to the students. Clearly designated activity areas provided clear-cut expectations. I think that students with multiple problems feel more secure when activities

are precisely defined, things are spelled out explicitly, lessons are planned step by step, directions are simple, and changes are made slowly.

3. The use of student-parent contracts served to facilitate better communication with parents, explained the student's expectations clearly, and placed some of the responsibility upon the parents.

4. The on-going monthly professional consultation by Mr. Omura kept the staff constantly open for criticism, new ideas, and recommendations, which led to improvement in the operation, and the learning increased. One example of this confrontation took place at the end of the first semester. Mr. Takata, the co-teacher and I were over-burdened daily with checking over each of the twenty student's five or more academic areas, and the bookkeeping of the points earned and spent. Mr. Omura recommended that these chores be handled by the students, which would serve two purposes: one, a learning experience in self-management, and secondly the time made available to teachers so that we could diagnose, evaluate, and re-assess the student work more thoroughly and have some time for preparation. We took his suggestion and worked out a student self-managed bookkeeping system for academic and behavioral tasks wherein the students corrected their own work and did their own bookkeeping for

points earned and spent. Some students started to cheat because answers were available, but a control system was set up by scheduling progress tests for different subjects which had to be passed for premium number of points. A stipulation that the students had to pass with 90% or better accuracy maintained a high level of performance among the students. This at first seemed to be too high an expectation for the type of students who had faced so many failures previously, but to the contrary, students found it to be fair and justifiable because they were not competing with another student or students, and the material they covered was within their ability level. Once the students took hold of the idea of self-management and learned the routine, it was most rewarding for staff as well as the students themselves.

5. The in-service training and workshops attended by the staff members contributed to the enrichment and continous refinement of the program as it progressed. As for the rest of the staff team members, I have nothing but the highest regard for their patience, cooperation, understanding and good fellowship. The program was a success only because we were able to stick together and work for the benefit of the students. Everyone's professional strength, personal background and experiences, and each one's unique teaching

style contributed to the enrichment in the academic and the social dimensions of the program. A positive team relationship not only enhanced and enriched the academic learning process, but it also served to show the students that adults can work harmoniously as a team even though we differed ethnically, in personality, and at times differed in ideas and opinions. During the first semester, Mr. Taketa and I were the only two teachers assigned to twenty students. It was hectic, without aides, for two reasons. One was the need for smaller teacher-student ratio. The other problem was that Mr. Taketa needed a period of orientation to the program. His sincerity, honesty and faith in the students and the program helped us grow as the program proceeded. Fortunately, as the second semester commenced additional staff members were assigned to our program. One was a student teacher, Jim Hockstaff, from the University of Hawaii Hilo Campus, who added new academic dimensions by introducing the daily journal writing, serving a twofold purpose. One was a lesson in writing, and the other was an opportunity for students to release their "bottled-up" feelings, and also for some creative writing. Another major contribution by Jim was his production of taped reading lessons on the Checkered-Flag Series Stories. Each story was accompanied with short programmed questions

and answer keys. It was self-insturctional. He added background music to his recording, which was improvised creatively to complement the story. The second additional teacher for the second semester was Dave Swanson. He was transferred from the main campus after discontinuing his Emotionally Disturbed students' class. He was an asset with a sound theoretical background in behavior modification and statistics. He conscientiously applied his knowledge of reinforcement theory obtaining some very interesting results. I wish to acknowledge him for all the statistical data that he compiled for attendance, reading and math tests. Many of the program changes recommended by the staff is well described in Dave's personal evaluation.

6. The attached list of instructional material used for the school year, 1969-70 is self-explanatory. (See Appendix G) We used more high interest, low vocabulary materials to which the students enthusiastically responded.

7. Evaluation: I think we have met most of the criteria set in the proposal for an evaluation of the program. There are two exceptions: 1) the comparison of student attitudinal behavioral changes between the school years, 1968-69 and 1969-70; and 2) the evaluation by the Hilo High School teachers.

   The data on attendance and the drop-out rate showed some

substantial decrease for this year compared to the previous year. For reading and math results, a significant increase of improvement resulted. The data on the number of students returning to the high school showed a 200% increase.

A value-oriented student evaluation survey was given to the SWS students twice during the month of May. Originally, Mr. Herbert Zane, the Head Counselor at Hilo High School, developed a 50 question student evaluation questionnaire pertaining to student attitudes toward family and school life. He included 24 SWS students in the sample with 90 Hawaiian Homes students and 90 "B" average students from the high school. The answers were broken down into percentages and compared. Some very interesting results were obtained. We were especially concerned with the questions pertaining to school. The SWS students strongly expressed a high interest toward school and education in general. These results disproved the common statements about school alienated youths as being negative toward school authorities and schooling. Of course there were some percentage differences compared to the "B" students but this was minimal. After reviewing the results from Mr. Zane's survey, the staff at SWS decided to use 20 of the same questions relating to school and added two more other questions.

21. I learned much in the regular school.

22. I learned much in the School-Within-A-School. We directed the SWS students to take the second survey, having in mind what they thought of school since they have enrolled at SWS. Comparing the two surveys taken by the SWS students, there was a substantial increase in a more positive attitude toward the SWS school.

Recommendations:

1. To develop a hierarchy of the reward system; an honor system; a partial and complete point system to meet the varied developmental stages of students and a continuous re-assessment of reinforcements and behavioral objectives.
2. To utilize more accurate measuring instruments to assess observable attitudinal and behavioral changes.
3. Diagnostic tests:
   Utilize a more current and accurate reading test, which has a range from third to 11th grade levels.
4. The Sullivan Programmed Placement Math tests should be used instead of the teacher-made test which did not give enough dimension.
5. A phase-out rate comparison study needs to be added to the general evaluation of the program.
6. To develop and work toward a short and long-range progress contracts with students in the academic and behavioral tasks with specific objectives and goals specified.

7. Purchase and make self-instructional listening skill material. Prepare lessons to meet these needs for the students who seem to focus well on assignments using earphones and tapes.
8. A greater effort needs to be placed in obtaining work placement job slots for our students. Fridays should be scheduled as an activity day contingent on the students' completion of their week's assignment. They can participate in the following activities:

   Music education, sewing, art, part-time work. Bonus rewards should be awarded to those who study instead of play on this day.
9. There is an urgent need of better communication within the high school to coordinate many of the special programs. There should be a school committee formulated to meet periodically to evaluate the students' progress and the possible phasing out of some to regular classes. There is also a need for someone to provide follow up services on the returning students.
10. I cannot emphasize the importance of stressing the need for paraprofessionals to relieve the teachers so that more time can be spent with the students concerning specific problems, in smaller groups, and more time for preparation.
11. In order to maintain continuous success of the SWS program it is most essential to have a team of competent, and a well-trained teaching staff.

Appendix C
Staff Evaluation

Fujio Taketa
June, 1970

This has been my first experience (hopefully not my last) in a teaching situation which involved a concept that was totally unfamiliar and negative to me. It is only now that I can fully appreciate and understand much of what we were experimenting with. My highly negative and skeptical attitudes toward behavior modification were changed through Mr. Omura's and Mrs. Bonk's patience and tolerance throughout the initial months of the program.

The general success of this program lies in two factors. First, the leader of the program and secondly with the selection of self-instructional materials to meet the individual needs for the students' success in learning. Mrs. Bonk's continuation in this program for the second year made it possible to obtain additional and varied selection of instructional materials. Also, her compassion and sincere efforts in working with these students made it that much more meaningful and successful--as the students referred to her as....."groovy".

As the Activity Coordinator of the program, my primary responsibilities were to contact different agencies in the community for support, arranging for excursions and speakers, and making periodic home visits. Due to the lack of classroom para-professional help, much of my time was spent in instructional duties.

The following is a list of agencies and their help given during the school year:

1. The Parks and Recreation Department of the County of Hawaii at Hilo Armory Center made their facilities available to us for physical education activities, (such as ping pong, volleyball, basketball, billiard, etc.) and their use of the kiln for our ceramic goods.

   Wednesdays and Fridays were designated as activity days and most of the students took advantage of the facilities and activities at the Armory.

2. The Division of Vocational Rehabilitation State Department of Social Services made an attempt to get employment placement for some of our students but they were unable to secure any such assignment. Hopefully, greater efforts next school year will be exerted to place some of our students on part-time on-the-job training.

3. The Division of Public Welfare Department of Social Services and the Family Court, Third Circuit both worked closely with me concerning the students within their jurisdictions.

4. Home visits played a very important role in the effort to bring the parents to understand their children's school life. This also gave the teachers a better understanding of the style life of the students.

Recommendations:

1. My understanding when I accepted this position was that my role was to be a counselor-teacher, but in a co-teacher

status with Mrs. Bonk. I believe it to be a fallacy to think that it was possible for us to operate effectively on an equal basis. I would recommend that unless both teachers are qualified and equally knowledgeable in the practice theory, one should assume the role of leadership. I believe that "team-teaching" is possible with a leader or a coordinator in charge and be accountable for the program.

2. Both Mrs. Bonk and I were given titles of teacher-counselor for this program. For this type of program, it is very crucial that all participating school and support service personnel be familiar with the practice theory in order that a minimum degree of consistency is maintained.
3. The activity coordinator should, if possible, make at least one home visit every quarter. I personally feel that it is very reinforcing to the student and encouragement for parents and myself. Personal contact is very rewarding.

Appendix D

Staff Evaluation

James Hockstaff (student teacher)
May, 1970

During the past four months I have been assigned as a student teacher to the "School-Within-A-School" program of Hilo High School. I am most grateful for the guidance and experience provided by this opportunity. In my personal estimation, this program is highly successful for several reasons. School-Within-A-School, or S.W.S. as it is commonly called, provides students who have had a history of truancy and delinquency with an environment of acceptance and tolerance, two things these students need most. Consequently they often openly praise the program and often try to get their friends into it.

Another important factor of the S.W.S. is the individualized instruction which provides appropriate instruction for each student's individual level of capacity and achievement. Although I was skeptical about the underlying philosophy of behavior modification when I first arrived, I realize, now, that it works in no uncertain terms. It works very simply because it is based on reinforcing desired behavior by praise and material reward. Behavior modification has done what the traditional methods have failed to do, namely to provide the necessary motivation to want to learn and to put out the necessary effort to succeed.

The success of the program is due to a large extent to the patience and perseverance of the instructors, Mr. Takata, Mr. Swanson, and Mrs. Bonk. Their constant self-evaluation and desire to help the students has made them highly respected by the students who could not be reached by so many others. All of these elements put together contribute to what I feel is one of the most progressive and unique programs for high school students existing today.

There are several factors, however, which could do much to improve the overall effectiveness of the program: More money must be allocated to provide better instructional materials; these students vastly need some kind of practical vocational program; at the present time it is quite crowded and I hope better facilities can be provided. If the school administration can become more sympathetic with the program and more confident in its success, I am sure a vast improvement would be seen. This program simply cannot be effective if more and more students are crammed together. A small ratio of students to teachers must be maintained if this program is to continue to be successful.

Hilo's School Within-A-School

-Hawaii Tribune-Herald, Thursday, December 18, 1969

Students Showing Marked Progress

By JIM ROOD

Why is it clicking?

Is it the useful subjects?

The new point system?

The blend of flexible school hours with part time work?

A mixture of all of these?

Whatever the answer, Hilo High's "school-within-a-school" is showing signs of really moving in this, its second year.

Perhaps it's partly because it has a new location—the old Department of Education district office at 489 Waianuenue Ave.

Last year, quartered in the YWCA basement, the students had it so easy, with physical ed, music and art pretty much on their own, they came dragging in.

Attendance was a real problem.

Not so this year.

"I have picked up in reading, and it helps me a lot," said Francisco San Jose, who also is musical and artistic.

"It's a good program—just as good as the other (main) campus, even a little better," Francisco added.

"I used to loaf all the time," recalled Eunice Apelo. "This year they are giving us work. I like the reading, typing, math and sewing.

"I hope to attend tech school next and take up (hotel) front office."

Harvey Reemers is working up some plans, too.

"I have improved in reading and math," said Harvey. "I hope this will equip me better. When I get out, I want to join the Army."

A couple of "very capable" boys from another Island attend the school while staying here with their grandparents. They "should be prepared for college", thinks Mrs. Paula Beak, school-within-a-school instructions manager.

None of the 11 boys and six girls attending the unusual school program "full time" (from 8 a.m. to 1:55 p.m.) has a shortage of constructive things to do and learn.

"We find many sophomores and juniors need remedial work in the basic skills," said Mrs. Beak. "Their reading tests show an improvement over last year," she added directly.

Every week, she and activities coordinator Fujio Tabata tailor a schedule for each student, Mrs. Beak said. They keep Monday, Tuesday and Thursday as study days for all, Wednesday and Friday are activity days—for working on art, physical ed or sewing, for hearing speakers or for going on excursions to add to the young peoples' general knowledge.

It's all part of a planned "behavior modification" for the students' benefit.

One boy who came to the school said he was interested only in playing the ukulele and music, Mrs. Beak recalled. So he was allowed the first hour to play. Then the time was cut down to half an hour. Now the youth has started with math and developmental reading and sometimes plays his uke only a short while. The same boy has designed the Santa Claus which greets the students and visitors on the front door, Mrs. Beak noted.

Another boy had a definite reading problem. Performing at the sixth grade level, he needed some high-interest low-vocabulary work with which to improve. His instructors obtained short, concise articles and stories from Science Research Associates, Inc., and [illegible] Dwight Inc., Greiler Educational Corp. These covered topics like "Hidden Treasure In The Ocean", "Grapes Into Raisins", "How Much Of Jam Came From Africa?" and "The Deadly Cigaret." All students have found these interesting. They readily answer reading check questions, said Mrs. Beak.

"We're starting Reader's Digest short stories in the second semester," she added.

"Very direct" co-educational sex education also is presented. Moira Tanaka, a public health nurse from the Leonard Clinic, has shown film strips, talking about family planning and birth control.

"The students ask very intelligent questions", Mrs. Beak recalled.

Audio-visual materials have been used for a gamut of school-within-a-school interests, ranging from "Spain" to "The Right To Differ", from "Problems of a Growing Population" to "So What Is Biology?"

And for musical students, there are provisions to tape their own creations and play them back. Two boys do this frequently in the "s-w-s" lounge.

Points are given for several things at the school—having a good attendance record, doing academic assignments, completing "behavioral tasks", and scoring 80 per cent or better on unit or summary tests. (The last involves bonus points.)

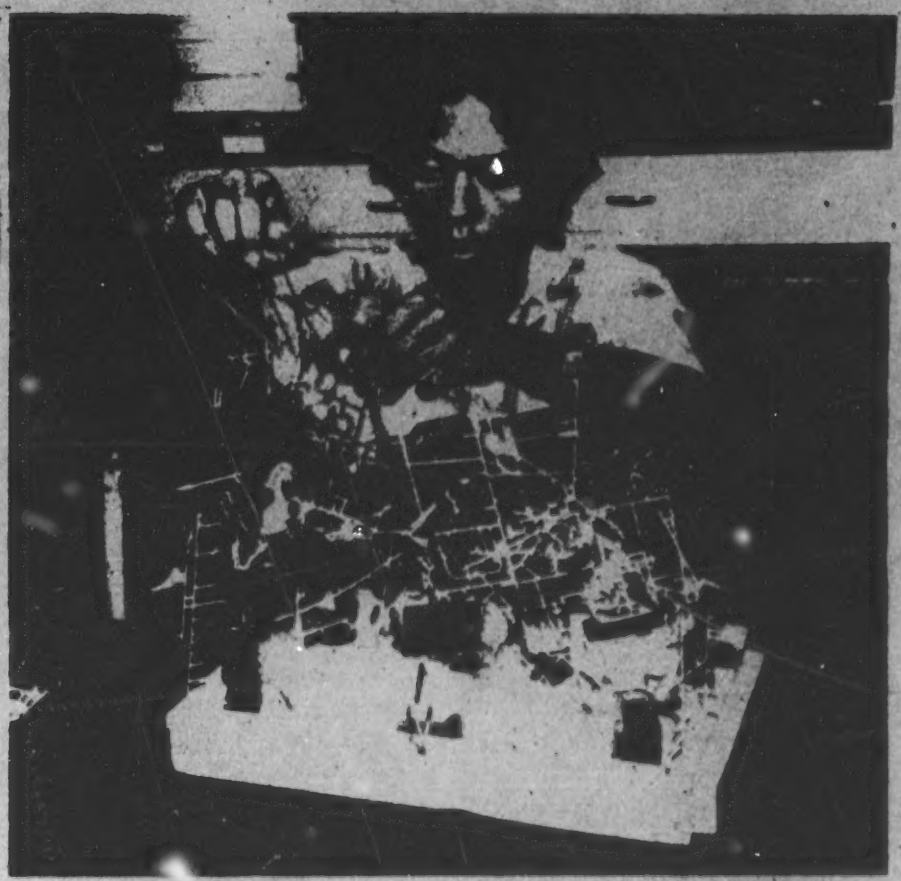
"Each assignment is worth so many points," explained John Beck, a DOE district office "behavioral counselor" watching the program. "With these, they can buy privileges."

Sample privileges are part-time job opportunities, such as with the in-school Neighborhood Youth Corps program; participation in regular school activities, classes and special events on the main campus; lounge use and breaks for coffee time; off-campus rights during the lunch hour, and group events such as field trips.

"If you want to stick with the group, you have to have a few points," Beck commented. "Last year, a couple of people dragging their feet could upset the program. Now they have the effect of save themselves. The others ask, in effect, 'Why don't you fish or cut bait?' "

Actually, points are pretty basic. A student cannot go indefinitely without doing the things which earn points. If he does, he is warned. Continued failure to do the right things finds the student out of the program.

Also demanding regularity—in contrast to school flexibility—are the "work stations".



MODERN ART—Francisco San Jose touches up one of his modern art creations at Hilo High School's school-within-a-school at the old Department of Education district office on Waianuenue Avenue. This work and other achievements of the 17 full-time and two part-time students at "S-W-S" will be shown at a special open house for invited guests today from 9 to 10:30 a.m. John Beck, on "outreach counselor" with district DOE office, says that "generally speaking, there is 100 per cent improvement" in the special school's effectiveness this year. Discussions are under way to try to pulse some of the students back into the main stream of regular school classes.

—T-H Photo.

Hilo Students 'Quiz' Rep. Mink

What time does the President get through work and go home?

Nobody knows, U. S. Rep. Patsy Mink told several Hilo boys and girls in Hilo Friday morning.

The President works in his home in Washington and simply goes from one part of the building to another when he gets through, the congresswoman explained.

It was a typical query at the friendly quiz session between Mrs. Mink and the students at Hilo High's "school-within-a-school" (S-W-S) on Waianuenue Avenue below the high school.

Mrs. Mink was on hand to get an idea of the effectiveness of the pilot school for alienated students. And, after a slow start, the students found the visit a chance to learn more about the lady legislator.

(The school-within-a-school, Hilo Reading Clinic and Hilo Child Development Center, all of which Mrs. Mink also toured, are partially supported by Federal funds.)

Showing interest in Washington goings on, school-within-a-school boys and girls listened while Mrs. Mink answered one question after another — such as how often she sees the President.

She has seen him about three times in the past year, Mrs. Mink said. She would see him more, she explained, if they were of the same party. But most of the time, she consults with members of her own (Democratic) Party.

Was she married? Yes, she was. Her husband is a geologist who has his own company in Washington. And they have an 18-year-old daughter.

At another point the comely congresswoman sketched her own life, pointing out that she was first a lawyer, then got into politics because she found that many clients' problems came from laws that needed changing.

As to her present job, she said, "I love it." As to what a person wants to be, she said, "the sky's the limit." If you set your mind on something, the only one to limit you is yourself, she contended.

The students, in answer to her queries, reported favorably on their school, indicating that it's serving them pretty well in its second year. One said "it's helping me", another that "it's teaching me responsibility" and another that "here they treat you like an equal." Later one commented that "there should be more of this all over the Island."

While several students work part time, they noted that their "school" is making them ready to return to regular high school.

"Do you want to go back," Mrs. Mink asked one student.

"No," replied the boy.

"It's not going to work then, is it?" she commented.

To this, the boy said, "Yes."

Overlooking the discrepancy, Mrs. Mink pointed out that "this will not be your permanent home."

The "whole idea", she said, is "to make the regular school better — better for you."

"Nothing is perfect," Mrs. Mink declared.

"The toughest thing to do is to learn to adjust," she elaborated. "We have to face life. I hope this program is helping you to understand that. If students find no value in it (the "s-w-s" program), students have no reason to go back to school."

Evaluation of the program, "Mrs. Mink explained, "is based upon what has happened in it to each one of you as individuals."

MEETING THE STUDENTS—U.S. Rep. Patsy Mink chats casually but purposefully with Hilo High "school-within-a-school" students Friday in one of her three visits to Hilo educational projects partially supported by Federal funds. The students also plied their visitor with questions.
(See Story, Page 8.)
—T-H Photo.

INSTRUCTIONAL MATERIALS
1969-70

Reading

Checkered-Flag Series
Motts Basic Language Skills
Reading Thinking skills---Grade levels 3, 4, 5, & 6.
Reader Digest Skill Builders----levels 3-7
Sullivan Remedial Reading Program---levels 1-1-8
Groliers Reading Attainment Kit---level 3.7--4.5
SRA-Dimensions in Reading;
Manpower and Natural Resources-levels 4.0--11.9
SRA--Lab. IVa.....levels 8--College

Language Arts

Learning Your Language/One.....levels 4-6
Turner-Livingston Series.....levels 4-6
The Money You Spend
The Town You Live In
The Jobs You Get
The Person You Are
The Friends You Make
The Family You Belong To

Social Studies

Newspaper Reading and Analysis
New Rochester Occupational Reading Series--levels 4 & 5
American Government--Prog.....8-10
Beh. Sc. Lab.
U.S. Constitution..Prog. Beh. Sc. Lab.....8-10
Study Skill Library..EDL.....Int.
Scope Magazines.....Int.
World History text..Habberton.....10
U.S. History text...Ebling.....10,11
American Problems text..Goodman.....12
Exploring Am. History...Schwartz.....11

Math

Sullivan Prog. Math Series
Addition
Subtraction
Multiplication
Division
Decimals and percentages
Fractions
Measurement

(Linear)
Consumer Math
Personal Math
More Personal Math
Understanding Algebra
Using Algebra
Using Geometry
Using Trigonometry

Lennes Essentials of Arithmetic (horizontal use; reinforcement)

Science

Every Day Magic Science...
Continental Press...levels 4-6
Study Skill Lib. ..EDL.....Int.

Listening Skills

Tape lessons on Hawaiian legends.
Short-story with short quiz on comprehension.

Misc. Lessons

Filmstrips on history, facts of life, vocational interest and science.

Language Master exercises:

To review vocabulary

For language reinforcement and auditory retention span

Movies:

General information and for common experiences.

The following audio-visual machines were used:

3 cassette tape recorders
2 Wollensak reel tape recorders
1 Bell and Howell Language Master
1 Bell and Howell filmstrip projector
1 Bell and Howell movie projector
1 caliphone

Extra-Curricular Activities

Sewing
Ceramics (utilized the County Parks and Rec. Facilities)
P.E. (")
Basic Art
Typing
Office Work
Music, Hawaiian (lessons by a community resource personal)
NYC Work
Part-time employment

HILO HIGH SCHOOL
School-Within-A-School Program

STUDENT-PARENT AGREEMENT

I, _____, a student at Hilo High School have discussed thoroughly with the instructors the special School-Within-A-School program of Hilo High School.

I, _____, understand the nature of the program, which will provide me the opportunity to earn rewards for tasks completed, and hereby make application to enroll in this program.

Upon successful completion I will receive high school credit for the following courses:

1. 5.
2. 6.
3. 7.
4. 8.

These credits will be applicable towards my graduation requirements from high school.

I am fully aware of the following rules and regulations:

1. All Hilo High School rules and regulations with the exception of smoking are applicable in School-Within-A-School.
2. Leaving the campus for more than two(2) hours need both parent and teacher written consent.
3. Classroom rules and policies concerning the earning and spending of points.
4. Parking of cars on campus is not permitted at any time.
5.

I accept the responsibility to abide by these as listed.

I fully understand that any of the following infractions may lead to suspension or dismissal from this program and/or from high school.

_____
(Student Signature)

_____
(Parent Signature)

_____
(Date)

I, _____ hereby agree to earn a minimum of _____ points each week, in order to maintain the privilege of continued attendance at the "School Within a School" program, Hilo, Hawaii.

I understand that failure to earn the above minimum points for one week will result in a verbal warning and counseling session. Two consecutive weeks of failure to earn the minimum points will result in a notification of failure to my parents by the instructors. Upon three consecutive weeks of failure to earn the above set minimum of points, I will be liable to complete expulsion from this program.

signed: _____

date: _____

School-Within-A-School
Hilo High School

Weekly Progress Report
Week of

We are pleased to inform you that has earned points out of a total possible points. general behavior has been improving throughout this week, and we look forward to seeing continue in this good direction.

deserves praise and encouragement for the success presently being achieved here. We congratulate on this good rate of improvement and we hope that it will continue.

has demonstrated the following:

Math Skills:

Reading Skills:

Behavior:

Attendance:

Cooperation:

If you have any questions about your child's progress please feel free to call Mrs. Bonk at 935-1749.

School-Within-A-School

/s/ Fujio Taketa
/s/ Fumie Bonk
/s/ Dave Swanson

Approved by:

/s/ R. S. Matsunaga

Principal
Hilo High School

NAME: _____ MONTH OF: _____

BEHAVIORAL TASKS AND GENERAL RECORD KEEPING

COMING TO SCHOOL ON TIME																						
ATTENDANCE																						
STARTING WORK ON TIME																						
WORKING QUIETLY																						
BEING AT THE RIGHT PLACE																						
BACK FROM LUNCH ON TIME																						
RETURNING SUPPLIES, BOOKS AND PENCILS																						
BEHAVIORAL TOTAL POINTS																						
BONUS ACTIVITIES TOTAL POINTS																						
ACADEMIC TOTAL POINTS																						
TOTAL POINTS FOR THE DAY																						
BALANCE CARRIED OVER																						
SUM TOTAL																						
POINTS CASHED-IN FOR THE DAY																						
BALANCE																						

Appendix I-2

NAME: _____ MONTH: _____

Record of Points Cashed In (Daily)

DATE	ACTIVITIES	TIME	NO PTS.	DATE	ACTIVITIES	TIME	NO PTS.

NAME: _____ MONTH OF: _____

MONTHLY RECORD OF ACADEMIC TASKS AND SUPPORTIVE ACTIVITIES

TASK ACTIVITIES																														
SRA - DAILY																														
SRA - TEST																														
MATH - DAILY																														
MATH - TEST																														
JOURNAL WRITING																														
TAPE																														
FILMSTRIP																														
LANGUAGE MASTER																														
JOB AHEAD																														
NEWSPAPER																														
HISTORY																														
SCOPE																														
HISTORY TEST																														
NEWSPAPER TEST																														

Appendix I-3

Name: _____ Card Number Started: _____

READING CHART
SRA
Test Taken After Every 15th Card

DATE	CARD NO.	NO. CORRECT	DATE	CARD NO.	NO. CORRECT	DATE	CARD NO.	NO. CORRECT
			TEST					
						TEST		
TEST								
			TEST					
						TEST		

TEST				
DATE	CARD NO.	NO. CORRECT	NO. PTS.	

NAME: _____ BOOK NO. _____

MATH RECORD

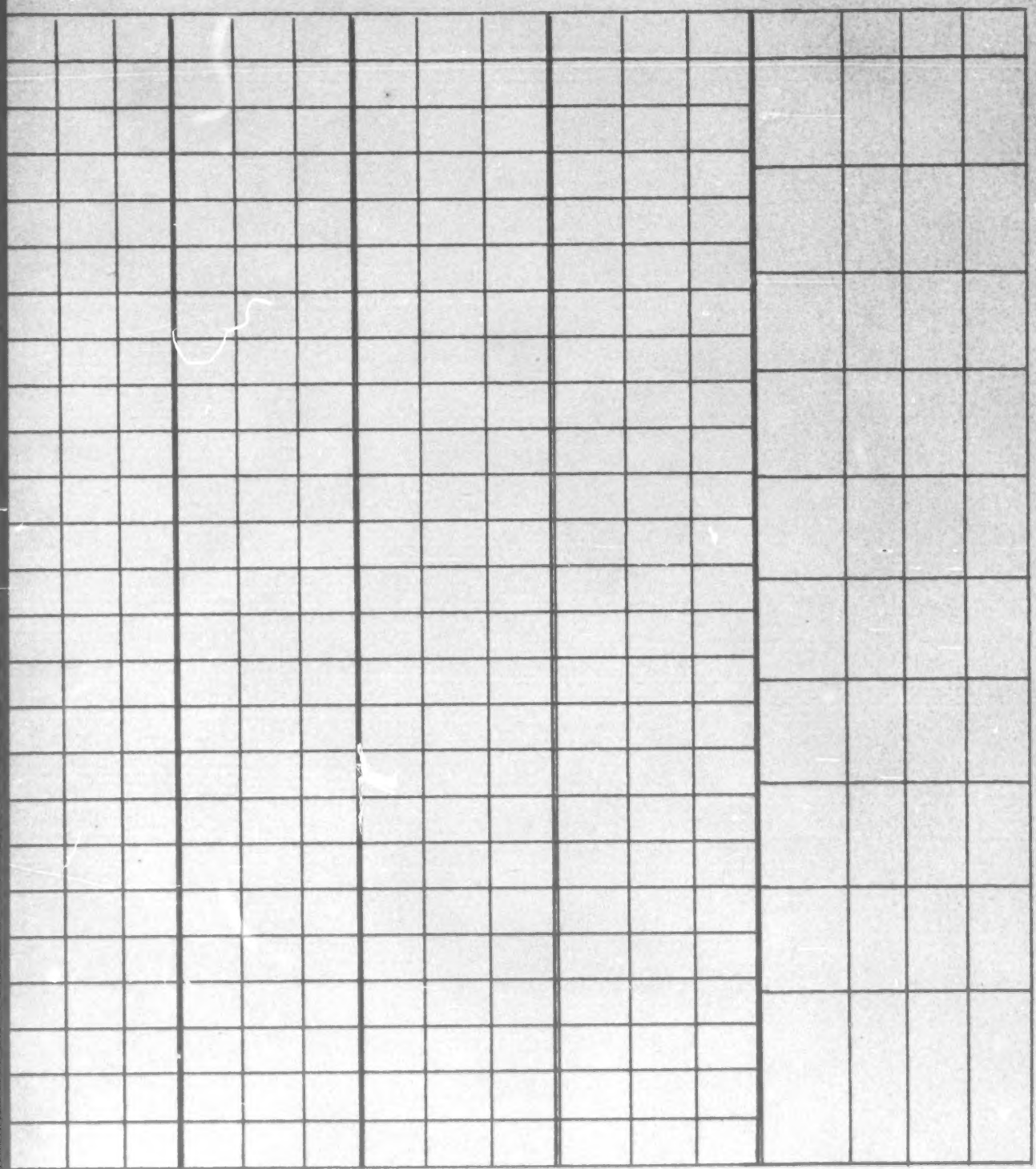
DATE	PAGE NO.	NO. CORRECT	DATE	PAGE NO.	NO. CORRECT	DATE	PAGE NO.	NO. CORRECT	DATE	PAGE NO.	NO. CORRECT

TEST RECORD

DATE	PAGE NO.	NO. CORRECT	GRADE

AME: _____ _____

SOCIAL STUDIES



MENU OF PURCHASES

SHORT-TERM	POINTS
Lounge use	1 pt. every minute
Use of phone	10 pts. for 3 minutes
Rock & roll tape	1 tape 20 pts. 1/2 hour
To the Armory	1 pt. every minute
Material for dress	100 pts. a yard
T-Shirt	150 pts.
Jacket	500 pts.
Decals	100 pts. a card
Stockings	50 pts. a pair
Model Cars	300 pts. a kit
Mosaic (large)	450 pts.
Comics and magazines	3 pts. for every cent

LONG TERM	POINTS
Trip to Kona	600 pts.
A Day-off	500 pts.

th:_____ Name:_____

MENU OF ACTIVITIES AND POINTS

ACADEMIC TASKS	No. Points	BEHAVIORAL TASKS	No. Points
SRA.....daily.....1 card.....	2	Coming to school on time	
SRA.....test..... (If you passed with 90% or better)	200	Attendance	2
Grolier's Reading Attainment .....daily.....1 card.....	2	Starting work on time	
Groliers's .....test..... If you passed with 90% or better	200	Working quietly	
Sullivan Math...daily...1 page	2	Being at the right places	
Sullivan Math....Unit test..... If you pass with 90% or better	200	Returning from lunch on time	
Writing a daily journal..... (At least two paragraphs)	10	Returning supplies, material, books and pencil at the proper places	
Listening to the tape and answer- ing questions.....	10	Returning supplies, material, books and pencil at the proper places	
Tachistascope.....1 card.....	3	Group points for the week; (If the classrooms, lounge, and the restrooms	
Listening to language master cards and repeating....1 card.....	1	are reasonably kept clean during the week) Especially the cigarette butts	
Language Master card test..... Read orally to teacher...1 card 100% correct	3	and ashes should be off the floor and the window sills.	
Filmstrip and answer questions	10		
Newspaper work; read and summarize (5 paragraphs or more).....	3		
Newspaper quiz..... 90% or better	100		
Job Ahead.....daily.....1 page...	3		
Job Ahead.....Unit test.....	100		
Scope magazine article..... Read and discuss.....	10		

* * * POEMS * * *

The following three poems were written by a student in the Hilo High's "School-Within-A-School" Project.

THE JUNKY MAN

Don't buy from the Junky man
Selling drugs that's his plan
Defecting minds where ever he goes
No one knows no one knows
The Junky man.

He was here but now he's gone
Chased out of town
Before sun down
The Junky man.

He traveld east and he travled west
Selling his drugs at his best
Smoking pot and acting up scene
Passing joints to his Friend
Watching everyone starting to bend
The Junky man.

He got caught a week ago
Went to court and was sentced you know
He said this This aint the place to be
Don't be like me The Junky man.

JAILBIRD BLUE

1. I am a poor Hawaii Dope attic
Sniffing on my pear tree
Well someone caught me in the act
Now am in o.p. prison
Planting plumeria
I am in the can.

Chorus Join the Jailbird blue
And you be sniffing glue
Join the jailbird blue
And you be saying reputition incompulse & discompulse.

2. I was minding my business
Sniffing john paint
I swear that I won't touch
That stuff again
Now am in o.p. prison
Planting plumeria
I am in the can.

KAHALUU

1. The glue at Kahaluu
Sniff mighty fine
Once you get use to
You on cloud nine
Gee ma I don't want to be a Dope Attic
So ma I want to go home.

2. The pep pills at Kahaluu
Tastes mighty fine
Once you get use to
You begin to lose your mind
Gee ma I don't want to be a Dope Attic
So ma I want to go home.

3. The L.S.D. at Kahaluu
Tastes mighty fine
Once you get use to
You see psychedelic signs
Gee ma I don't want to be a Dope Attic
So ma I want to go home.